



#10214 INCREDIBLE CREATURE

DIRECT CINEMA, 2002

Grade Level: K-4

10 mins.

2 Instructional Graphics Enclosed

DESCRIPTION

A lady mouse, who perceives herself as weak, searches for a strong husband. She approaches the sun because of its heat, the cloud because it covers the sun, the wind because it blows the cloud away, and the farmhouse because the wind cannot blow it down. But the farmhouse tells her that he is being slowly destroyed by a creature that is even stronger. It is then that the lady mouse meets this "incredible creature," and as a result, she recognizes her own strength. From the book *The Mouse Bride* by New Zealand author Joy Cowley.

ACADEMIC STANDARDS

Subject Area: Language Arts–Reading

- Standard: Uses the general skills and strategies of the reading process
 - ◆ Benchmark: Uses meaning clues (e.g., pictures, picture captions, title, cover, headings, story structure, story topic) to aid comprehension and make predictions about content (e.g., action, events, character's behavior) (See INSTRUCTIONAL GOALS 1 and 2.)
 - ◆ Benchmark: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint) (See INSTRUCTIONAL GOALS 3.)
 - ◆ Benchmark: Makes, confirms, and revises simple predictions about what will be found in a text (e.g., uses prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words, and foreshadowing clues) (See INSTRUCTIONAL GOALS 2.)
 - ◆ Benchmark: Understands the author's purpose (e.g., to persuade, to inform) (See INSTRUCTIONAL GOALS 5.)
- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
 - ◆ Benchmark: Relates stories to personal experiences (e.g., events, characters, conflicts, themes) (See INSTRUCTIONAL GOALS 4.)
 - ◆ Benchmark: Knows setting, main characters, main events, sequence, and problems in stories (See INSTRUCTIONAL GOALS 1.)
 - ◆ Benchmark: Makes simple inferences regarding the order of events and possible outcomes (See INSTRUCTIONAL GOALS 1 and 2.)

C a p t i o n e d M e d i a P r o g r a m

- ◆ Benchmark: Makes inferences or draws conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character) (See INSTRUCTIONAL GOALS 1, 5, and 6.)

Subject Area: Language Arts–Listening and Speaking

- Standard: Uses listening and speaking strategies for different purposes
 - ◆ Benchmark: Listens and responds to a variety of media (e.g., books, audiotapes, videos) (See INSTRUCTIONAL GOALS 1 and 6.)

Subject Area: Behavioral Studies

- Standard: Understands that group and cultural influences contribute to human development, identity, and behavior
 - ◆ Benchmark: Understands that various factors (e.g., interests, capabilities, values) contribute to the shaping of a person's identity (See INSTRUCTIONAL GOALS 5.)

INSTRUCTIONAL GOALS

1. To examine the story *Incredible Creature*.
2. To make predictions about *Incredible Creature* before and during the viewing of the video and then confirm and/or revise the predictions by the end of the viewing.
3. To set a purpose before viewing the story.
4. To relate the story to personal life experiences.
5. To state the purpose of the author's story relating to individual capabilities and identity.
6. To respond to the story *Incredible Creature*.

VOCABULARY

- | | | |
|-----------------|----------------|---------------|
| 1. cellar | 8. gnaw | 15. scampered |
| 2. clear across | 9. huff | 16. scurried |
| 3. collapse | 10. incredible | 17. splendid |
| 4. creature | 11. journey | 18. strong |
| 5. flicked | 12. marry | 19. timbers |
| 6. gently | 13. nibble | 20. twitched |
| 7. gladden | 14. ruffled | |

BEFORE SHOWING

1. Discuss the title of the video.
Define the two terms *incredible* and *creature*.
Brainstorm what amazing animal this story could be about.
Make predictions.
2. Review the parts of a story, and encourage the students to identify them as they view the video:
 - a. Setting.
 - b. Main characters.

C a p t i o n e d M e d i a P r o g r a m

- c. Main events.
 - d. Sequence.
 - e. Problem/solution.
3. Challenge the students to also watch the video to determine the author's purpose for writing the story.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Remind the students to look for the five parts of a story while viewing the video.
3. Stop the video after the mouse decides to go out and "find the strongest husband in the world."
 - a. Examine and discuss the mouse's feelings of inadequacy and her subsequent actions.
 - b. Make predictions.
4. Stop the video after the mouse enters the cellar. Brainstorm and make predictions now as to what the "incredible creature" could be.

AFTER SHOWING

Discussion Items and Questions

1. Revisit the five parts of a story and identify them for *Incredible Creature*.
2. Review predictions. Revise or confirm them.
3. Why did the mouse go on a long journey?
4. Discuss the depicted feelings of inadequacies and strengths expressed by the:
 - a. Mouse.
 - b. Sun.
 - c. Cloud.
 - d. Wind.
 - e. House.
5. Identify the author's purpose for writing this story. Draw conclusions about the characters' qualities and actions.
6. Relate the author's purpose to personal life experience.

Applications and Activities

1. Create a poster depicting a personal strength depicted in the video or any quality related to personal life in response to the video.
2. Conduct interviews of family members, friends, etc., evoking their strengths and wishes in life. (See INSTRUCTIONAL GRAPHICS.)
3. Imagine a recipe of qualities and abilities that would go into "Incredible Soup."
 - a. Create the soup using devised ingredients which could then be served and enjoyed.
 - b. Follow up with a discussion to evaluate and interpret responses.
4. Read Joy Cowley's *The Mouse Bride*. Compare and contrast the book with the video *Incredible Creature*. Use a Venn diagram or other comparable graphic organizer.
5. Retell this story via a dramatization. Allow the students to invent or modify the script from the video to suit their own qualities and wishes.
6. The mouse encountered four characters of strength before meeting "the incredible creature." Indicate the sequence of her encounters and each character's strength. (See INSTRUCTIONAL GRAPHICS.)

CMP RELATED RESOURCES

- *The Lion and the Mouse* #2307
- *Noisy Nora* #3276
- *Picnic* #10081

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

• WELCOME TO THE WORLD OF JOY COWLEY

<http://www.joycowley.com/index.shtml>

This is the “official” Web site for Joy Cowley’s literary works. It provides listings of her publications and information for instructional guidance. Titles are listed according to levels and educational concepts, as well as shared and guided reading usage.

• INTERNATIONAL KIDS’ SPACE

<http://www.kids-space.org/>

This Web site is a gallery of elementary children’s writings and accompanying artwork from all over the world. International communications encourages collaboration and opportunities for your students to use their writing skills and to recognize peer wishes and abilities while celebrating their own.

• YOUR FEELINGS

http://www.cyh.com/cyh/kids/main.html?topic_id=1573&l1=6

This Web site presents opportunities to examine one’s own self-esteem, as well as comparing high and low self-esteem and other kids’ thoughts about it. Related topics include: feelings and emotions, friendship, loneliness, body image, and bullying.

INSTRUCTIONAL GRAPHICS

- INCREDIBLE INTERVIEWS
- CHARACTERS OF STRENGTH

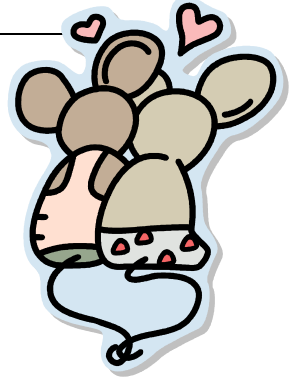
Incredible Interviews

Our family and friends are incredible creatures too! Interview four people you know, and fill out the information below.



Creature	Strength	Wish
(Family member or friend.)	(Something they do very well.)	(Something they wish they could do.)

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Characters of Strength

The mouse in the video *Incredible Creature* met five strong characters.

- Number the characters in the order they appear in the story.
- Draw a picture of each character.
- Write the strength of each character.

<p>___ The Wind</p> <p>Strength: _____</p> <p>_____</p>	<p>___ The Cloud</p> <p>Strength: _____</p> <p>_____</p>
<p>___ The House</p> <p>Strength: _____</p> <p>_____</p>	<p>___ The Sun</p> <p>Strength: _____</p> <p>_____</p>
<p>___ The Incredible Creature</p> <p>Strength: _____</p>	

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